



# District of Columbia Comprehensive Assessment System (DC CAS)

## 2013 Test Chairperson's Training

Assessment and Accountability  
Office of the State Superintendent of Education  
810 First Street, NE 5<sup>th</sup> Floor  
Washington, DC 20002

# Introductions



## OSSE Team

- Margaret J. Barco – Director of Assessments and Accountability
- Ruth Aponte – NAEP Coordinator
- Michelle Blakey-Tuggle – Assessment Specialist
- Tonya Mead – Test Integrity Coordinator
- Heidi Beeman – Assessment Specialist
- Erin Watts- Health Education Specialist
- Swea Hart-Management Analyst

## CTB/McGraw-Hill Team

- Amy Dement-Dorey - Sr. Program Manager
- Glenn Gage – Program Associate
- Gabriel Martinez – Content Development Lead

# Agenda



1. Introductions
2. Overview
3. Pre-Testing
4. During Testing
5. Post Testing
6. Accommodations
7. Test Security
8. Q&A

# Session Outcomes



By the end of the session, participants will:

- Receive training on state testing guidelines, procedures and security protocols so that each LEA will be able to implement the state assessment program as outlined by the Office of the State Superintendent of Education (OSSE)



# DC CAS Test Construction

Grades 2 – 8, & 10	Reading and Mathematics
Grade 9 (2 <sup>nd</sup> & 9 <sup>th</sup> grade scores are internally reported only)	Reading
Grades 5 and 8	Science
High School	Biology
Grades 4, 7, and 10	Composition
Grades 5, 8, and HS	Health

# DC CAS Test Construction



## **Reading and Mathematics**

- Selected-Response Items
- Constructed-Response Items

## **Writing Composition**

- Composition-Response Items (revised and now aligned to the CCSS)

## **Science**

- Selected-Response Items
- Constructed-Response Items

## **Health**

- Selected-Response Items

# DC CAS Session Times



The DC CAS is an untimed test. The recommended Testing Time (per session) below is for planning purposes only. During the first week of testing, all Reading and Mathematics tests for all tested grades must be completed.

Content Area	Grade level	Test Session	Testing Time (per session)
Reading	Grades 2-10	Session 1 Session 2 Session 3 Session 4	45 minutes
Mathematics	Grades 2-8 and 10	Session 1 Session 2 Session 3 Session 4	50 minutes
Composition	Grades 4, 7, and 10	Session 1 Session 2	60 minutes
Science	Grades 5, 8, and Biology	Session 1 Session 2 Session 3	35 minutes
Health and Physical Education*  Note: Health has five additional test items for 2013.	Grades 5, 8, and High School	Session 1 Session 2	35 minutes

# CCSS Assessment Accountability Information



School Years	Instruction	Assessment
2011-2012	K-2 Math (aligned to CCSS) K-12 English language arts (aligned to CCSS) K-12 Math (DC Priority Standards) K-12 DC Science Standards	Reading: 3-8, 10 Math: 3-8, 10 - Priority Standards Composition: 4, 7, 10 - Field test Science: 5, 8 and Biology - Not included in accountability Optional Grades 2 & 9: Reading & Math
2012-2013	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS) K-12 DC Science Standards	Reading: 3-8, 10 Math: 3-8, 10 Composition: 4, 7, 10 - Included in accountability Science: 5, 8 and Biology - Not included in accountability Optional Grades 2 & 9: Reading & Math
2013-2014	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS) K-12 DC Science Standards	Reading: 3-8, 10 Math: 3-8, 10 Composition: 4, 7, 10 Science: 5, 8 and Biology - Included in accountability Optional Grades 2 & 9: Reading & Math
2014-2015	K-12 English language arts (aligned to CCSS) K-12 Math (aligned to CCSS) K-12 Next Generation of Science Standards	PARCC Assessment





Train-the-Trainer Materials posted on the CTB website at: [www.ctb.com/dc-cas](http://www.ctb.com/dc-cas) include:

- Test Chairperson's Training PowerPoint
- Test Chairperson's Manual (TCM)
- Test Chairperson's Virtual Sample Kit
- Short/Add Form
- School Security Checklist
- FAQ



2013 DC CAS Tools and Resources posted include:  
<http://osse.dc.gov/publication/2013-dc-cas-tools>

- DC CAS 2013 Testing Schedule Options
- DC CAS 2013 Sample School Testing Schedule and Plan
- DC CAS 2013 LEA Security Plan and Contact Information
- DC CAS 2013 Test Administration and Integrity Plan Checklist (Rubric)
- DC CAS 2013 Test Administration Seating Chart
- DC CAS 2013 *Test Chairperson's Manual*

# Important Dates



Test Chairperson's Training	March 12-14, 2013
Delivery of Test Chairperson's Kit	March 18-19, 2013
Delivery of Secure Test Materials	April 17-19, 2013
Last day to notify CTB of missing boxes, damaged materials, etc.	April 19, 2013
Test Material Adjustments (short/adds)	April 17-30, 2013
Test Window	April 22-May 2, 2013
Test Material Retrieval	May 2-3, 2013

# Overview of Assessment Materials



# Overview of Assessment Materials

## Grade 2



## Grade 2\*

### Test Book

- One book per student
- Included within Test Book packages to maintain security of mathematics test content

### Punch-out tool\*

- Ruler (yellow/purple)
- Half inch markings on one side and centimeter markings on the other side
- Commodity code 53493

Note: Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

# Overview of assessment Materials

## Grade 3



### Grade 3\*

- One for each student

### Punch-out Tool

- Ruler (yellow/purple) with inch, half-inch, and quarter-inch markings on one side and centimeter markings on the other side
- Commodity code 2704648

Note: Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille edition only.



## Grades 4 -10 Test Directions

### Test Book

- One book for grades 4-10
- All content areas included
- Two versions of the test for each grade for Reading, Mathematics, Science, and Biology
- Forms 1 and 2

Note: Teachers should check that students in grades 4-10 are using the correct test book and answer book combination.

# Overview of Assessment Materials

## Grade 4



### Reading and Mathematics Test Book\*

- One for each student

### Reading and Mathematics Answer Booklet

- One for each student

### Punch-out Tool\*

- Ruler (orange fading into yellow with 1/16<sup>th</sup>-inch markings on the orange side and centimeter with millimeter markings on the other side)
- Commodity code 53499

### Composition Test Booklet\*

- One for each student

### Planning and Draft Paper

- Two Pages for each student

Note: Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.



# Overview of Assessment Materials

## Grade 5



### Reading and Mathematics Test Book\*

- One for each student
- No punch-out tool needed for this grade

### Reading and Mathematics Answer Booklet\*

- One for each student

### Science Test Book\*

- One for each student

### Science Answer Booklet

- One for each student

### Health and Physical Education Test Book †

- One for each student

### Health and Physical Education Answer Booklet†

- One for each student

Note: \*Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only.  
Composition Test Booklets are available in Braille editions only.

Note:† Schools participating in online testing of Health will receive an addendum to the Test Chairperson's Manual that provides additional information about Health and Physical Education tests administered online.

# Overview of Assessment Materials

## Grade 6



### Reading and Mathematics Test Book\*

- One for each student

### Reading and Mathematics Answer Booklet\*

- One for each student

### Punch- out Tool\*

- Ruler (orange fading into yellow with 1/16<sup>th</sup> –inch markings on the orange side and centimeter with millimeter markings on the other side)
- Commodity code 53494

Note: \*Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

# Overview of Assessment Materials

## Grade 7



### Reading and Mathematics Test Book\*

- One for each student

### Reading and Mathematics Answer Booklet

- One for each student

### Punch-out Tool\*

- Ruler (orange fading into yellow with 1/16<sup>th</sup>-inch markings on the orange side and centimeter with millimeter markings on the other side)
- Commodity code 53494

**Note: Students allowed to use calculators in session 1 of the mathematics test**

### Composition Test Booklet\*

- One for each student

### Planning and Draft Paper

- Two pages for each student

Note: \*Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

# Overview of Assessment Materials

## Grade 8



### Reading and Mathematics Test Booklet\*

- One for each student

### Reading and Mathematics Answer Booklet\*

- One for each student

### Punch-out Tool\*

- Ruler (Orange fading into yellow with 1/16<sup>th</sup>-inch markings on the orange side and centimeter with millimeter markings on the other side)
- Commodity code 53494

**Reminder: Students in this grade allowed to use calculators in session 1 of the mathematics test.**

Note: \*Test books and punch out- tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

# Overview of Assessments Materials

## Grade 8



### Science Test Book\*

- One for each student

### Science Answer Booklet

- One for each student

### Health and Physical Education Test Book†

- One for each student

### Health and Physical Education Answer Booklet †

- One for each student

Note: \*Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

Note:† Schools participating in online testing will be provided an addendum to the Test Chairperson's Manual that will provide additional information about Health and Physical Education tests administered online.

# Overview of Assessment Materials

## Grade 9



### Reading Test Book\*

- One for each student

### Reading Answer Booklet\*

- One for each student

Note: \*Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

Note:† Test Chairpersons at schools participating in online testing will be provided an addendum to the *Test Chairperson's Manual* that will provide additional information about Health and Physical Education tests administered online.

# Overview of Assessment Materials

## Grade 10



### Reading and Mathematics Test Book<sup>\*</sup>

- One per student

### Reading and Mathematics Answer Booklet<sup>\*</sup>

- One per student

### Punch-out Tool<sup>\*</sup>

- Ruler (Orange fading into yellow with 1/16<sup>th</sup>-inch markings on the orange side and centimeter with millimeter markings on the other side)
- Commodity code 53494

**Reminder: Students in this grade will be allowed to use calculators in Session 1 of the Mathematics test**

### Composition Test Booklet<sup>\*</sup>

- One per student

### Planning and Draft Paper

- Two pages for each student

Note: <sup>\*</sup>Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

† Test Chairpersons at schools participating in online testing will be provided an addendum to the *Test Chairperson's Manual* that will provide additional information about Health and Physical Education tests administered online

# Overview of Assessment Materials

## Biology and Health



### Biology Test Book\*

- One for each student

### Biology Answer Booklet

- One for each student

### Health and Physical Education Test Book†

- One for each student

### Health and Physical Education Answer Booklet†

- One for each student

Note: \*Test books and punch-out tools are available in large print and Braille editions for students with special needs. Answer booklets are available in large print editions only. Composition Test Booklets are available in Braille editions only.

Note:†Test Chairpersons at schools participating in online testing will be provided an addendum to the *Test Chairperson's Manual* that will provide additional information about Health and Physical Education tests administered online





- 16 schools opted into an online pilot of the DC CAS for Health
- Receive additional training from OSSE and CTB for set up and administration
- Exact same test questions and test structure
- 2014 goal: all online for Health

# Opting out of Sexual Health—Health and Physical Education



- Final 3-7 questions on Health test are related to sexual health
- These appear in a separate test session
- Students who have opted out via parent/guardian signature on passive consent form should not take these questions
- All other students should proceed from Session 2 to Session 3 (no break)

# Pre-Test Actions



# Pre-Test Actions



- Test Materials
- Test Coordinator Responsibilities
- Principal's Responsibilities
- Test Proctor Responsibilities
- Coding
- Security

# Test Materials

## Pre-Test Actions



- Test Chairperson's Manual
- Test Directions
- Test books and answer booklets
- School Security Checklist
- Punch-out tools – no punch out tools for 5<sup>th</sup> Grade
- Planning and Draft paper

### Test Coordinator's Kit

- School Group Lists (SGL)
- Group Information Sheets (GIS) with coding instructions
- School Packing List
- Test Coordinator's Manuals
- Student bar code labels
- Student Pre-code Roster
- Return shipping labels

# Test Security

## LEA Assessment Coordinators



- Each LEA must have an assessment coordinator
- In LEAs with multiple schools or campuses, the LEA Assessment coordinator may serve as the Test Chairperson for the school or campus, and is responsible for directing the overall LEA Test Security Plan at the other schools or campuses, including **non-public schools** within the District of Columbia and of-state schools.
- Additional responsibilities of LEA Assessment Coordinators include:
  - Developing the LEA Test Security Plan
  - Distributing the Test Security Plan to Test Chairpersons
  - Working closely with Test Chairperson to ensure that the test is administered with fidelity and to ensure test security
  - Monitoring test administration (random sample of schools and classrooms with the LEA)
  - Being available to answer questions related to testing guideline and security protocols
  - Reviewing any report of missing secured materials or breaches of state test security
  - Submitting reports of missing secured materials or breaches of state test security to OSSE within 24 hours
  - Confirming that each school shipped materials to CTB/McGraw-Hill by May 3, 2013
  - Submitting the Test Security Violation LEA Plan of Action to the Assistant Superintendent of Elementary and Secondary Education for any violation of test security

# Test Chairperson's Responsibilities

## Pre-Test Actions



### Checklist for the Test Chairperson includes:

- Attending the DC CAS training sessions
- Obtaining the school's test plan from the LEA Assessment Coordinator
- Staying abreast of all communication regarding DC CAS testing
- Receiving test materials ; Inventorying materials
- Collecting Non-Disclosure Agreement (test security)
- Checking the Student Pre-code Roster and verifying the accuracy of the student data on the student bar code labels
- Ensuring that appropriate quantities of testing materials are available
- Ordering additional material form CTB/McGraw-Hill , if necessary
- Storing testing materials in a **secure area**
- Collaborating with the principal to follow school testing schedule
- Identifying and scheduling sufficient number of proctors
- Identifying appropriate testing sites
- Ensuring appropriate conditions and accommodations are established for students who require accommodations
- Completing security checklist
- Establishing test security procedures
- Developing local school testing plan
- Conducting test administration training for all school personnel involved in testing
- Reviewing Test Site Observation Report

# Test Chairperson's Responsibilities

## Pre-Test Actions



- Distributing the testing materials to Test Administrators each day for testing
- Maintaining the security of testing materials
- Collecting and checking the testing materials after test administration
- Ensuring all test materials are returned
- Assembling test materials for return shipment
- Completing the /Group Information Sheets and the School/Group list
- Arranging for testing material pickup
- Reporting any testing irregularity
- Notifying OSSE and CTB of any test security exceptions (e.g. contaminated books)



# Test Chairperson's Responsibilities

## Pre-test Actions:

### Establish School Test Security Procedures



Test security begins before materials are received in the building and ends when ALL test materials are returned

- Test Chairperson must set up and maintain a security file that contains:
  - Documentation of any testing disruptions
  - Copies of the School Security Checklists
  - Explanations as to why materials were not returned after testing
  - Irregularities in materials received
  - Invalidated student scores
  - Receipt and return of Test Administrator materials
  - Test administration concerns/notes
  - Missing secure materials (i.e., test materials initially received by the Test Administrator but not returned)
  - Alerts to CTB shown in the section labeled “Comments” on the School Security Checklist
- Test Chairperson MUST notify the Office of Assessment and Accountability, the respective LEA, and CTB Customer Services at 800-994-8579 if secure test materials are missing

# Test Chairperson's Responsibilities

## Pre-Test Actions: Receive Test Materials



The Test Chairperson Must:

- Confirm receipt of the total number of school boxes listed on the shipping invoice
- Open boxes within 24 hours to allow time to resolve any discrepancies
- Notify CTB DC CAS Customer Services at 800-994-8579 immediately, no later than **12 noon on Friday, April 19, 2013**, if any boxes are missing, contain damaged materials, or if you received boxes that should have been delivered to another school
- Keep all boxes for returning test materials – return all materials in CTB box.

# Test Chairperson's Responsibilities

## Pre-Test Actions: Inventory Test Materials



### Test Chairperson Must:

- Check the materials specified on the School Packing List against materials received
- Ensure the security numbers on the shrink-wrapped test book packages match with those listed on the School Packing List
- Check quantities received against quantities required for each Test Administrator
- Report discrepancies or material shortages to CTB
- DC CAS Customer Services at 800-994-8579. Note any discrepancies on the School Packing List
- Ensure that test materials are placed in a secured area

# Test Chairperson Responsibilities: Develop School Testing Plan



Test Chairperson Must develop a Testing Plan to include:

- Receipt and distribution of materials
- Testing schedule during Testing Window
- List of test administrators, proctors, student roster, assigned testing location, and duties of auxiliary personnel
- Accommodation requirements for students with special needs
- Material distribution and retrieval procedures

Note: Refer to the Test Administration and Integrity Plan Checklist and the 2013 DC CAS Sample School Testing Schedule/Plan found on the Assessment and Accountability website.

# Conduct Local School Test Administration Training



**The Test Chairperson must review school testing responsibilities with the school staff – per the Train-the-Trainer model**

## **The Test Administrator must:**

- Conduct the testing sessions as outlined in the *Test Directions*, *Test Chairperson's Manual*, and Test Site Observation Checklist
- Establish the testing climate within the test site
- Coordinate the distribution and return of test books and answer booklets to students
- Ensure that students who require accommodations receive the appropriate accommodations
- Account for and maintain the security of all test materials
- Check and complete all required documentation
- Adhere to test directions and administration guidelines

# Conduct Local School Test Administration Training



## Plan Test Administrator/Proctor Training

Refer to the *Test Chairperson's Manual* and to the State Test Administration training documents to identify materials for test administration training:

- Include the following:
  - Review of school testing plan
  - Review of test security guidelines
  - Review of Test Site Observation Report
  - Review of test administration procedures
- Ensure that NDA forms are signed by **ALL** personnel involved in testing

# Conduct Local School Test Administration Training



The Test Chairperson should:

- Assist the Test Administrator with the receipt and maintenance of test materials
- Assist the Test Administrator with the distribution and return of test materials
- Ensure that students are completing the test as required in the test administration guidelines
- Assist in maintaining the integrity of the testing process
- Assist the Test Administrator with the required test accommodations for students who need them
- Ensure test security
- Other responsibilities as needed

# Principal's Responsibilities

## Pre-Test Actions: Notify Parents



- School/Principal must send parents a letter regarding the dates and purpose of the DC CAS testing program
- School/Principal should be prepared to answer any questions parent may have pertaining to DC CAS
- Copies of letters sent home must be kept on file for the test monitor's review
- A template with English and translated versions of the letter will be placed on the CTB website ([www.ctb.com/dc-cas](http://www.ctb.com/dc-cas)) for school use



# Principal's Responsibilities

## Pre-Test Actions: Notify Students



- Prepare students to participate in the DC CAS
- Explain purpose and dates of testing
- Encourage positive attitudes about testing
- If needed, ensure accommodations are addressed

# Use of Bar Codes



# Use of Student Bar Code Labels



Pre-coded student labels must be placed on the front of the cover of the following scorable test materials in the spaces indicated in order for scores to be reported corrected:

- Reading and Mathematics Test Booklets (grade 2 and grade 3)
- Reading and Mathematics Answer Booklets (grades 4-8, and 10)
- Reading Answer Booklets (grade 9)
- Composition Test booklets (grades 4, 7, and 10)
- Science (grades 5 and 8) and Biology Answer Booklets
- Health and Physical Education (grades 5, 8, and High School) Answer Booklets

Pre-coded labels are permitted on the following non-scorable test materials but are **not required**

- Reading and Mathematics Test Books (grades 4-10)
- Reading Test Books (grade 9)
- Science (grades 5 and 8) and Biology Test Books
- Health and Physical Education Test Books (grades 5, 8, and High School)

Note: If information on a precoded label is incorrect or inaccurate, place two blank labels over the inaccurate label and bubble in the student data grid.

# Student Bar Code Labels: Error Directions



- If there is an error in one or more of the following, **do not use** the precoded bar code label:
  - ✓ Student name
  - ✓ Identification number
  - ✓ Birth date
  - ✓ Ethnicity
  - ✓ Gender
  - ✓ Grade
- Instead, record all of the student-identifying information on the student data grid on the back cover of the answer booklet

# Student Bar Code Labels: Inaccuracies



**NOTE:** If the bar code label has been placed on a test book or answer booklet and some of the information is later determined to be inaccurate, the test book or answer booklet can still be used by doing the following:

- Place two blank labels over the inaccurate label (do not exceed 3 labels on top of each other)
- Blank labels have been provided in your administrative materials – please use those
- Bubble all information on the student data grid

## Complete Student-Identifying Information (Bio-Grid)

- Complete the top half of the student data grid on the back cover of the test books or answer booklets . This information should be completed **prior** to the administration of the first testing session of the assessment
- For all students (including the ones with correct Pre-code label) on the back cover of the test book (grade 2, grade 3, and Composition) or answer booklet in the top section, print the student's name, the teacher's name, and the name of the school
- The rest of the data grid may be completed later.



- Complete all data grid fields applicable for students who **do not** have a pre-coded student label or whose label shows inaccurate information
- The data grid must reflect the Name, ID Number, Birth Date, Ethnicity, Gender, and Grade for each student who does not have a label

# Session Break





# Test Administration



# Test Administration

## Test Chairperson Responsibilities

### During Testing



- Verify that all persons involved with testing have signed the NDA
- Track and ensure the return every test book and answer booklet, used and unused
- Keep test books and answer booklets secure before, during, and after testing
- Ensure that no student has exposure to the assessment except during testing
- Make sure that materials for each test are available and all administration procedures are being followed
- Sign out and sign in all test books and answer booklets that contain student responses. These secure materials must be returned at the end of testing
- Verify quantities of materials upon receipt and return

# Test Administrator Responsibilities During Testing



## Test Administrators must:

- Check for sufficient quantities of materials
- Provide each student with appropriate test book and answer booklet
- Provide procedures for receiving additional time
- Read and follow the *Test Directions verbatim*
- Complete student demographic information
- Provide directions to students for ending testing sessions
- Collect and account for test materials from each student
- Transcribe answers (under the direct supervision and in the presence of the test chairperson) to test books or answer booklets for Braille and large print
- Enter special codes when required for students in special populations
- Follow school plan for returning materials to Test Chairperson

# Test Administration

## Student and Classroom Management

### During Testing



- Each test session must be completed at the time of the administration
- Students cannot go back to previously tested sessions on a subsequent day to change answers
- Students cannot look ahead to items in a subsequent testing session
- Schedule supervised breaks after a test session has concluded and before commencing a new test session
- Students can not after taking a break, go back to a previous session to change answers
- Students who have finished a session must sit quietly (or escort to a break-out room) until everyone has finished and the testing session ends
- Student may read a book, complete non-math related puzzles, but may not do any writing
- Students who have not finished at the session's end must be escorted to break-out rooms for extra time necessary to complete the session

# Post-Test Activities



# Post-Test Activities

## Security Guidelines – After Testing



- The School Security Checklist for each Test Administrator should be reviewed to ensure that the quantity and the beginning and ending serial numbers for bar-coded materials were signed out and signed in with the Test Administrator
- The Test Chairperson and the Test Administrator should have initialed the materials out and in each day
- After testing, access to test books is allowed only during makeup testing or supervised sessions for completion of data grids
- Return all test materials immediately upon completion of testing
- Any breach of testing security must be reported
  - Refer to page 10 of *DC State Test Security Guidelines*

# Post-Test Activities

## Group Information Sheet (GIS)



- Do **NOT** photocopy
- Go to link in the TCM – electronic short order form
- Place in envelope with test books (grade 3) or answer booklets (grades 4 – 10)
- Place on top of first stack of test books (grade 3) or answer booklets (grades 4 – 10)
- Home-schooled student test materials should be returned under a separate GIS

# Post-Test Activities

## Packaging Nonscorable Materials



- Place nonscorable materials in a box with a blue label – pre-labeled and mark 1 of 1, etc. on label. Blue labels are pre-coded.
  - Any unused test documents
  - Any used or unused Planning and Draft paper for Composition
  - Braille and large print test materials
  - **2<sup>nd</sup> grade manuals (CTB needs these back as they are secure)**
- Retain a copy of the School Security Checklist and the original School Packing List for your records in your security file.
- Write the School Name on the outside of each nonscorable carton and number “1 of 2,” “2 of 2,” etc.

**Note: Keep your Test Chairperson’s manuals and math manipulatives (punch-out rulers)**



# Post-Test Activities

## Receive and Check Materials

### (ELL Test Administrator)



- Check Identifying Codes for Access for ELL Proficiency Level
- Check Identifying Codes for Program Participation
  - Special Education
  - English Language Learner
  - Section 504
  - Title I Targeted Assisted
  - Home Schooling
- **The above codes are not precoded and **MUST** be completed for all applicable students.**

#### o ACCESS FOR ELL PROFICIENCY LEVEL (mark one)

- |           |           |
|-----------|-----------|
| ① Level 1 | ③ Level 3 |
| ② Level 2 | ④ Level 4 |

#### PROGRAM PARTICIPATION (mark all that apply)

- |                       |   |
|-----------------------|---|
| <input type="radio"/> | Special Education   |
| <input type="radio"/> | English Language Learner  |
| <input type="radio"/> | Section 504   |
| <input type="radio"/> | Title I Targeted Assisted   |
| <input type="radio"/> | Home Schooling (not enrolled in a public school)                                |
| <input type="radio"/> | Retake (select option if student has participated in the assessment previously) |

# Post-Test Activities

## Return Shipping Labels



### There are two types of “Return Shipping Labels”

- **YELLOW** – for scorable test materials
  - » Grade 2 and 3 test books and grades 4-10 answer booklets
  - » Invalidated test materials
- **BLUE**– for nonscorable test materials
  - » Any unused test materials (other than manipulatives and TCMs)

**Note: It is important to pack these in separate boxes – they are sent to two different locations!**

# Post-Test Activities

## Package Scorable Materials



- Place completed test books and answer booklets into envelopes. All materials should be in the same direction inside the envelopes.
- Be sure the completed GIS is placed on top of the stack in envelope 1 of a group.
- If testing more than one grade, number the envelopes “1 of 4,” “2 of 4,” and so on.
- Lay envelopes flat in boxes. Do not stand them on end.

# Post-Test Activities

## Receive and Check Materials

### (Security Checklist)



## Review School Security Checklist

- Multiple day check-ins and check-outs
- Verify quantity and serial numbers for bar-coded materials
- Check for initials on materials check out and in

**TEST YEAR: SPRING 2011**

**DC CAS Operational Spring 2011  
SCHOOL SECURITY CHECKLIST**  
(To be completed by the Test Chairperson (TC) for DC CAS Operational Spring 2011)

District: 002 xxxxx SCHOOLS  
School: 101 xxxxx ELEMENTARY/MIDDLE SCHOOL  
\*REPORT ALL MISSING BOOKS TO OSSE AND CTB IMMEDIATELY  
Part No: 2700698010

Packing List No: 000765  
Part Name: Grade 3 Operational Student Test Book  
Plg of: 10

~ Form for use with secure materials initial receipt, check-in and check-out  
~ Examiner is to initial "OUT" column when receiving materials each testing day  
~ Test Chairperson (TC) shall initial "IN" column when materials are returned each testing day  
~ Return materials to the secure central site immediately following testing each day  
~ Make-up testing will require either the use of a photocopy of the original checklist or use of a make-up checklist

EXAMINER:  
\* For use with Examiner Security Checklist  
\* Examiner's name best completed after printing

Quantity of Answer Docs Assigned to Teacher (Grades 3-8, 10)	Test Book Security Number	REC'D (TC Only)	STUDENT NAME	Day #1 - Date: ___/___/___		Day #2 - Date: ___/___/___		Day #3 - Date: ___/___/___		Day #4 - Date: ___/___/___	
				Answer Doc	Booklet	Answer Doc	Booklet	Answer Doc	Booklet	Answer Doc	Booklet
				OUT	IN	OUT	IN	OUT	IN	OUT	IN
	UL100311										
	UL100312										
	UL100313										
	UL100314										
	UL100315										
	UL100316										
	UL100317										
	UL100318										
	UL100319										
	UL100320										
	UL100321										
	UL100322										
	UL100323										
	UL100324										
	UL100325										
	UL100326										
	UL100327										
	UL100328										
	UL100329										
	UL100330										

# Post-Test Activities

## Group Information Sheet (GIS)

**1** **Group Information Sheet** **2** **3**

TEACHER NAME: [Blank]

SCHOOL NAME: [Blank]

Number of students testing: [Blank]

GRADE: [Blank]

SPECIAL CODES: [Blank]

ORGANIZATION NAME: DISTRICT OF COLUMBIA

ELEMENT/DISTRICT NAME: DCPS

DC #: 47353

State: DC

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### To Complete:

- Teacher Name: last name and first initial, if needed
- Number of students testing
- Grade – do not use ungraded except for Biology

### Precoded:

- School Name
- School ID number
- District Name

**Test materials under a single GIS must belong to only one content area and one grade**

- Teacher Name – 1
- Number of Students Testing – 2
- Grade – 3

- Group Information Sheets may NOT be exchanged between schools.  
Do not use photocopied GIS**

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- Note the content area in a new column provided for that purpose**

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# Post-Test Activities

## Receive and Check Materials (Accommodations)



- Check codes for Student Accommodations
- Located on the inside front cover of the test book (grades 2-3) and answer booklet (grades 4-10).
- The information is not pre-coded and must be completed for all students.

**District of Columbia Comprehensive Assessment System 2012**

Student Name \_\_\_\_\_

Testing Accommodations Provided to This Student

STUDENTS WITH DISABILITIES (SWD)	ENGLISH LANGUAGE LEARNERS (ELL)
<b>Timing/Scheduling Accommodations</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Extended Time on Subtests</li> <li><input type="radio"/> 02 Breaks Allowed between Subtests</li> <li><input type="radio"/> 03 Test Administered over Several Days</li> <li><input type="radio"/> 04 Flexible Scheduling</li> <li><input type="radio"/> 05 Breaks Allowed during Subtest</li> <li><input type="radio"/> 06 Test Administered at Best Time of the Day</li> </ul> <b>Setting Accommodations</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Small Group Testing</li> <li><input type="radio"/> 02 Preferential Seating</li> <li><input type="radio"/> 03 Location with Minimal Distractions</li> <li><input type="radio"/> 04 Individual Testing</li> <li><input type="radio"/> 05 Noise Buffer</li> <li><input type="radio"/> 06 Special Lighting</li> <li><input type="radio"/> 07 Adaptive or Special Furniture</li> </ul> <b>Response Accommodations</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Calculator</li> <li><input type="radio"/> 02 Write in Test Books</li> <li><input type="radio"/> 03 Dictated Response to Examiner</li> <li><input type="radio"/> 04 Oral Response to Test</li> <li><input type="radio"/> 05 Pencil Grip Accommodation</li> <li><input type="radio"/> 06 Pointing Response</li> <li><input type="radio"/> 07 Signed and/or Taped Response</li> </ul> <b>Presentation Accommodations</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Repetition of Directions</li> <li><input type="radio"/> 02 Simplification of Oral Directions</li> <li><input type="radio"/> 03 Reading of Test Questions (Math, Science, Health, or Composition writing prompt only)</li> <li><input type="radio"/> 04 Interpretation of Oral Directions</li> <li><input type="radio"/> 05 Translation of Words and Phrases (Math, Science, Health, or Composition writing prompt only)</li> <li><input type="radio"/> 06 Use of Markers to Maintain Place</li> <li><input type="radio"/> 07 Amplification Equipment</li> <li><input type="radio"/> 08 Magnifying Glass</li> <li><input type="radio"/> 09 Large Print Test Materials</li> <li><input type="radio"/> 10 Braille Test Materials</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li><input type="radio"/> Please specify: _____</li> </ul>	<b>Direct Linguistic Support—Oral</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Repetition of Directions</li> <li><input type="radio"/> 02 Simplification of Oral Directions</li> <li><input type="radio"/> 03 Oral Reading of Directions</li> <li><input type="radio"/> 04 Simplification of Writing Prompt</li> <li><input type="radio"/> 05 Oral Reading of Test in English (Math, Science, Health, or Composition writing prompt only)</li> </ul> <b>Direct Linguistic Support—Written</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 English Dictionary</li> <li><input type="radio"/> 02 Bilingual Word to Word Dictionary</li> </ul> <b>Indirect Linguistic Support</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Extended Time on Subtests</li> <li><input type="radio"/> 02 Breaks Allowed Between Subtests</li> <li><input type="radio"/> 03 Test Administered over Several Days</li> <li><input type="radio"/> 04 Flexible Scheduling</li> <li><input type="radio"/> 05 Breaks Allowed during Subtest</li> <li><input type="radio"/> 06 Test Administered at Best Time of the Day</li> <li><input type="radio"/> 07 Small Group Testing</li> <li><input type="radio"/> 08 Preferential Seating</li> <li><input type="radio"/> 09 Familiar Person Administers Test</li> <li><input type="radio"/> 10 Use of Markers to Maintain Place</li> </ul> <b>Other</b> <ul style="list-style-type: none"> <li><input type="radio"/> Please specify: _____</li> </ul>



# Post-Test Activities

## Package Scorable Materials



- Place School/Group List (SGL) on top of the stacks of envelopes in the first box of a school series.
- Place scorable materials in a box with a yellow label – mark 1 of 1, etc... on label. Yellow labels are pre-coded.
- Invalidated test materials must be packaged **with** the scorable test materials. Students will receive score reports that state “invalidated.”
- Retain a copy of the School Security Checklist and the original School Packing List for your records in your security file.
- **Do not seal envelopes or boxes until quality check is completed!**

# Post- Test Activities



## Retrieval Days are May 2-3, 2013

- Assessment Distribution Services (ADS) will contact all sites 3 days prior to pickup
- Sites will need to provide box counts for scorable and non-scorable materials to ADS
- Sites will receive email confirmation with 24 hours of scheduling
- The Test Chairperson or Principal must plan to be present on the day of retrieval
- ADS drivers will arrive on confirmed date and provide bill of lading. No rescheduling will occur.

# Security Procedures

## Contaminated Materials



- Contaminated materials and answer booklets should not be returned to CTB
- Materials are considered as contaminated and cannot be scanned due to:
  - Student health issue that affects the test book or answer booklet itself (blood, fluids, etc.)
  - Contact with potentially hazardous materials
- Contaminated test books or answer booklets must be transcribed into clean test books and answer booklets under the supervision of the test chairperson
- Contaminated test books and answer booklets must be destroyed at the test site

### Steps for Destroying Contaminated Test Materials

- Refer to page 8 of the *Test Chairperson's Manual*

# Test Security Procedures: Test Security Exceptions



Inventory Exception	Action Required
Test documents lost, contaminated, or destroyed while in a school's possession	Test Chairperson completed online Security Exceptions survey to notify CTB and OSSE. To access survey, go to <a href="https://www.research.net/s/NJ7XS37">https://www.research.net/s/NJ7XS37</a> , or <a href="http://www.ctb.com/dc-cas">http://www.ctb.com/dc-cas</a>
Test documents delivered to nonparticipating sites	Nonparticipating schools who have received materials should retain them until standard pickup date and return per Section 5 Step 5, "Shipping Test Material's; located on pages 27 and 28 of the <i>Test Chairperson's Manual</i> .
Test documents released from a school's custody to a non-CTB-specified carrier where any of the following are unknown: <ul style="list-style-type: none"> <li>• Destination</li> <li>• Carrier</li> <li>• Tracking Information</li> </ul>	Test Chairperson completes online security Exceptions survey to notify CTB and OSSE. To access survey, go to <a href="https://www.research.net/s/NJ7XS37">https://www.research.net/s/NJ7XS37</a> or <a href="http://www.ctb.com/dc-cas">http://www.ctb.com/dc-cas</a>

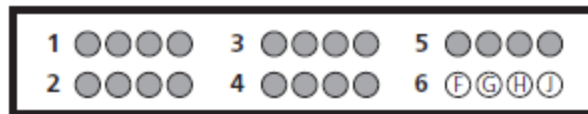
# Test Invalidation



## Test Invalidation Procedures:

Tests should be invalidated only in these specific cases:

- Student becomes ill and unable to complete the test
  - There is clear evidence that the student received inappropriate assistance
  - Student receives assistance reading a passage on Reading or Composition test (i.e read aloud or translation)
- Fill in all of the circles of the first five multiple-choice questions in that content area section (Grade 2 and Grade 3) in the student's test book
  - Grades 4-10 for Reading, Mathematics, Science, Biology, and Health and Physical Education Only)



- For Composition, fill in the whole row of zeros in the filed titled ‘special use Only’ on the back cover

**Note: Invalidating a section of a content area invalidates the entire content area**

# Post- Test Activities

## The Return of Testing Materials



### What if scenarios

What if	Action
School wasn't ready when driver arrived	Reschedule a new pickup date
Driver arrives and no one is at school to sign for materials, materials will be late	CTB notified for escalation to OSSE
Driver running late	Driver call dispatch/reschedule
Customer Service Representative at ADS enters date wrong or other data error	Other vendors will be contacted and freight expedited as needed
School does not call to schedule pickup within the determined window	Will be assigned a date in the 2 day pickup window May 2 <sup>nd</sup> or May 3 <sup>rd</sup>

# Accommodations



# Appendix A: Quick Reference Chart of Approved Accommodations



Note: List is NOT finite list. Refer to the *Testing Accommodations Manual*.

Accommodations	DC CAS- Reading	DC CAS- Mathematics	DC CAS-Science (including Biology)	Health	DC CAS- Composition	NAEP	ACCESS for ELLs® (Only ELLs with IEPs are allowed to use disabilities accommodations)
Grades Administered	2-8,9,10	2 – 8, 10	5, 8, biology	5, 8, High School	4, 7, 10	4, 8, 12	K - 12
Oral response to test	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for Listening and Reading
Pointing response	SWD	SWD	SWD	SWD	SWD	SWD	SWD allowed only for Listening and Reading
Preferential seating	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Repetition of Directions	A	A	A	A	A	A	A
Signed and/or taped response	SWD	SWD	SWD	SWD	SWD	SWD	
Simplification of oral directions	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Simplification of Writing Prompt					ELL		
Small group testing	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Special lighting	SWD	SWD	SWD	SWD	SWD	SWD	SWD
Test administered at best time of day	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		
Test administered by familiar person	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD
Test administered over several days	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL	SWD/ELL		SWD for Listening, Reading, and Writing (not allowed for Speaking)
Write in test books	SWD	SWD	SWD	SWD	SWD	Not Applicable	



# DC CAS Accommodations



- It is important that accommodations used on assessments also are used in instruction
- Some accommodations used for instruction, **are not** allowed for assessment as they impact the construct validity
- Must be allowable by the District of Columbia to prevent score invalidation
- Refer to approved accommodations in the *Test Chairperson's Manual* and in the state training document
- Students need to be familiar and comfortable with all necessary accommodation(s) **BEFORE** the assessment
- SPED & ELL - Complete Special Education or English Language Learner accommodations **coding** is required after students have completed their DC CAS tests
- Guidelines for selecting, implementing and evaluating the use of accommodations for students with disabilities and English language learners can be found at:  
<http://osse.dc.gov/service/accommodations>
- Requesting the use of nonstandard accommodations require the B6 Form
  - Selecting Nonstandard Accommodations for students with an *IEP or 504 Plan* requires *submission of the B6 form*
  - Submit request to Michele Blakey-Tuggle at [michelle.blakey-tuggle@dc.gov](mailto:michelle.blakey-tuggle@dc.gov) by **March 22, 2013**

<http://osse.dc.gov/service/accommodations>

# DC CAS Accommodations



## Nonstandard Accommodation Request for Students with an IEP or 504 Plan

To be submitted by the LEA Assessment Coordinator only

Due Date: **March 22, 2013**

Date of Request (MM/DD/YY): \_\_\_\_/\_\_\_\_/\_\_\_\_/

### Part One

LEA Name: \_\_\_\_\_

LEA Assessment Coordinator: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Student Name: Last \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_

State ID: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

1. Nonstandard Accommodation needed for (Check on or more content areas):

DC CAS: Reading \_\_\_\_\_ Composition \_\_\_\_\_ Mathematics \_\_\_\_\_ Science \_\_\_\_\_

2. In which document is this accommodation listed as used regularly in the classroom and on the district assessments? *Attach a copy of documentation*

IEP \_\_\_\_\_ 504 \_\_\_\_\_

3. Accommodation category/categories: |

Presentation \_\_\_\_\_ Response \_\_\_\_\_ Setting \_\_\_\_\_ Time \_\_\_\_\_

### Part Two

# Dual Identification: Disabled and English Language Learner



- English language learners with disabilities create different and unique needs for accommodations
  - Each must be considered **separately**
  - However, the IEP or 504 team **and** the ELL accommodations committee must work together to **plan and document** the needs of the student
- Accommodations selected should address the disability and meet the student's direct or indirect linguistic needs

# General Guidelines for Matching Accommodations to ELP Levels



- **ELLs with beginning ELP (WIDA 1-2)** – oral reading of test directions or test items for Math, Science or Health; repeat or simplify oral directions
- **ELLs with Intermediate ELP (WIDA 3-4)** - bilingual word-to-word dictionary with extra time to use it, oral reading of portions of text as requested by a student in Math, Science or Health
- **ELLs with Advanced ELP (WIDA 5-6)** - NOT eligible for accommodations; but might benefit from certain test administration practices

# Complete Additional Student Information



- Access For ELL Proficiency Level (1 – 4)
- Program Participation
  - Special Education
  - English Language Learner
  - Section 504 Student
  - Title I Targeted Assisted
  - Home Schooling

The above codes are not precoded and must be completed for all students.

**DISTRICT OF COLUMBIA  
COMPREHENSIVE ASSESSMENT SYSTEM 2013**

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

STUDENT'S NAME		BIRTH DATE		ETHNICITY (mark one)	
Last	First	Month	Day	Year	
		Jan	00	00	<input type="radio"/> Hispanic/Latino
		Feb	01	01	<input type="radio"/> Not Hispanic/Latino
		Mar	02	02	
		Apr	03	03	<b>RACE (mark all that apply)</b>
		May	04	04	<input type="radio"/> American Indian/ Alaska Native
		Jun	05	05	<input type="radio"/> Asian
		Jul	06	06	<input type="radio"/> Black/African American
		Aug	07	07	<input type="radio"/> Native Hawaiian/ Other Pacific Islander
		Sep	08	08	<input type="radio"/> White
		Oct	09	09	<b>GENDER</b>
		Nov	10	10	<input type="radio"/> Female <input type="radio"/> Male
		Dec	11	11	

STUDENT ID NUMBER

ENGLISH LANGUAGE LEARNER		PROGRAM PARTICIPATION (mark all that apply)	
ACCESS FOR ELL PROFICIENCY LEVEL (mark one)		<input type="radio"/> Special Education	
<input type="radio"/> Level 1		<input type="radio"/> English Language Learner	
<input type="radio"/> Level 2		<input type="radio"/> Section 504	
<input type="radio"/> Level 3		<input type="radio"/> Title I Targeted Assisted	
<input type="radio"/> Level 4		<input type="radio"/> Home Schooling (not enrolled in a public school)	
		<input type="radio"/> Rotaka (select option if student has participated in the assessment previously)	

**SPECIAL USE ONLY**

Place precoded STUDENT LABEL on front cover. If a precoded student label is used, the following data cannot be modified: student name, birth date, ethnicity, race, gender, and student ID number. If any of that information is incorrect, do not use the precoded STUDENT LABEL. Instead, fill in all sections of this page. For further instructions on filling in information on this page, please refer to the Test Directions or Test Champion's Manual.

# Complete Additional Student Information



- Accommodations page for SWD and ELL can be found on the inside front cover of the test book (grades 2 & 3) and the back cover of the answer booklet (grades 4-8 and 10).
- The accommodation information is not precoded and must be completed for all students.

**District of Columbia Comprehensive Assessment System 2013**

Student Name \_\_\_\_\_

**Testing Accommodations Provided to This Student**

STUDENTS WITH DISABILITIES (SWD)	ENGLISH LANGUAGE LEARNERS (ELL)
<b>Timing/Scheduling Accommodations</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Extended Time on Subtests</li> <li><input type="radio"/> 02 Breaks Allowed between Subtests</li> <li><input type="radio"/> 03 Test Administered over Several Days</li> <li><input type="radio"/> 04 Flexible Scheduling</li> <li><input type="radio"/> 05 Breaks Allowed during Subtest</li> <li><input type="radio"/> 06 Test Administered at Best Time of the Day</li> </ul>	<b>Direct Linguistic Support—Oral</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Repetition of Directions</li> <li><input type="radio"/> 02 Simplification of Oral Directions</li> <li><input type="radio"/> 03 Oral Reading of Directions</li> <li><input type="radio"/> 04 Simplification of Writing Prompt</li> <li><input type="radio"/> 05 Oral Reading of Test in English (Math, Science, Health, or Composition writing prompt only)</li> </ul>
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<b>Response Accommodations</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Calculator</li> <li><input type="radio"/> 02 Write in Test Books</li> <li><input type="radio"/> 03 Dictated Response to Examiner</li> <li><input type="radio"/> 04 Oral Response to Test</li> <li><input type="radio"/> 05 Pencil Grip Accommodation</li> <li><input type="radio"/> 06 Pointing Response</li> <li><input type="radio"/> 07 Signed and/or Taped Response</li> </ul>	<b>Indirect Linguistic Support</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Extended Time on Subtests</li> <li><input type="radio"/> 02 Breaks Allowed between Subtests</li> <li><input type="radio"/> 03 Test Administered over Several Days</li> <li><input type="radio"/> 04 Flexible Scheduling</li> <li><input type="radio"/> 05 Breaks Allowed during Subtest</li> <li><input type="radio"/> 06 Test Administered at Best Time of the Day</li> <li><input type="radio"/> 07 Small Group Testing</li> <li><input type="radio"/> 08 Preferential Seating</li> <li><input type="radio"/> 09 Familiar Person Administers Test</li> <li><input type="radio"/> 10 Use of Markers to Maintain Place</li> </ul>
<b>Presentation Accommodations</b> <ul style="list-style-type: none"> <li><input type="radio"/> 01 Repetition of Directions</li> <li><input type="radio"/> 02 Simplification of Oral Directions</li> <li><input type="radio"/> 03 Reading of Test Questions (Math, Science, Health, or Composition writing prompt only)</li> <li><input type="radio"/> 04 Interpretation of Oral Directions</li> <li><input type="radio"/> 05 Translation of Words and Phrases (Math, Science, Health, or Composition writing prompt only)</li> <li><input type="radio"/> 06 Use of Markers to Maintain Place</li> <li><input type="radio"/> 07 Amplification Equipment</li> <li><input type="radio"/> 08 Magnifying Glass</li> <li><input type="radio"/> 09 Large Print Test Materials</li> <li><input type="radio"/> 10 Braille Test Materials</li> </ul>	<b>Other</b> <ul style="list-style-type: none"> <li><input type="radio"/> Please specify: _____</li> </ul>

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1 2 3 4 5 6 7 8 9 SCN 14 13

# Accommodations

## Common Questions



- **Calculators** – All students in grades 7, 8, and 10 will be allowed to use calculators in Session 1. SPED students may use a calculator for additional sections of the test, if it's noted on their IEP. (refer to the accommodations manual for more details)
- **Highlighter** – Allowed for grades 4-10; not allowed for grades 2 or 3 (2<sup>nd</sup> and 3<sup>rd</sup> grade students may use No. 2 pencil on the **passages** instead of highlighter)
- **Read Aloud** – Only allowed for math , science, health, and composition sessions (does not apply to 2<sup>nd</sup> grade, as math questions are read aloud)
- **Braille and Large Print** – Transcribe answers to the answer document under the supervision of the Test Chairperson
- **Dictionaries** – Dictionaries are not allowed on the DC CAS. Exceptions apply to ELL students per the *Testing Accommodation Manual*

# Test Security Procedures





## **School Security Checklist**

- Test Chairperson should make copies of the Security /Checklist for each grade and content area prior to testing
- Test Chairperson should write the names of students in Security Checklist Under column 4 prior to testing
- Test Administrator and Proctor must initial Security Checklist when booklets are signed out and in each testing day
- Test Chairperson must initial returned column each day materials are returned
- There are separate Security Checklists for each content area: Reading/Mathematics, Science, Composition and Health and Physical Education

# Test Security Procedures: Secure Materials



- Test chairperson must inventory test materials and maintain test security by using the security numbers to account for all test books before, during, and after test administration until they are returned to CTB
- Security numbers correspond to the security barcodes on the School Packing List
- If numbers do not correspond, call OSSE at 202.741.0470 or email [swea.hart@dc.gov](mailto:swea.hart@dc.gov) and call CTB DC CAS customer Service at 800-994-8579
- Test books shipped to schools that are determined to be missing must be accounted for by the school principal
- Failure to account for all test booklets constitutes a serious violation of test security
- All test booklets are sealed, only the student can break the seal when the testing session begins

# Test Security Procedures: Violations



## Communicating Alleged Test Security Violations

- Guidelines described in detail in the *District of Columbia State Test Security Guidelines*, available at: <http://osse.dc.gov/service/test-security>
- Any person who witnesses or believes a test security violation occurred, either by school personnel or students must report it **ASAP** (no later than 24 hours after the alleged violation occurred) to the principal, test chairperson, LEA Assessment coordinator, or OSSE
- All incidents must be reported using the State Test Security Incident Reporting Form found in *DC State Test Security Guidelines* document



## Test Security and Integrity Forms

- Test security and integrity forms are posted and available at:  
<http://osse.dc.gov/publication/2013-dc-cas-tools>
  - Medical Emergency Testing Exemption Form
  - State Test Security and Non-disclosure Agreement
  - State Test Security Incident Reporting Form
  - State Test Security Violation- LEA Plan of Action

- Review carefully!
- Note the observation forms (Test-Site/Accommodations/ELL Accommodations
- Note Appendix B: State Test Security and Non-Disclosure Agreement

# Contact Information



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# Q&A

